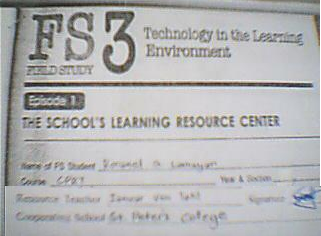
FS 3-Technology in the Learning Environment



Name of Center Observed: Library in St. Peter’s College

Date Of Observation: September 19, 2011

Name of Observer: Ronanel G. Lamayan

Course/Year/School: CPRT/1YR/MSU-IIT

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| List of Available Learning Resources | | | | |
| Available Learning Resources |  | Characteristics and Unique Capabilities |  | Teaching Approaches where the Resources is Most Useful |
|  |  |  |  |  |
| 1. Print Resources |  | The print resources houses |  | Print Resources are most useful |
| 1. Circulation Area |  | the print and other library |  | in collecting information and |
| 1. Reference Section |  | materials. It has different |  | research projects. It provides |
| 1. Reading area |  | facilities for different pur- |  | reliable information. |
|  |  | poses. It has high capacities. |  |  |
|  |  |  |  |  |
| 1. Audio Resources |  | The Audio resources can |  | Audio resources are used by tea- |
| 1. Audio library |  | improve listening skill, easy |  | chers in connection with speech |
| 1. Multi-purpose room |  | to operate, safe way of sto- |  | rehearsals, drama, musical pre- |
|  |  | ring information, can be |  | sentation, and radio and televi- |
|  |  | used for big or small groups and best used to improve speech skills. |  | sion broadcasting. |
|  |  |  |  |  |
| 1. Non-Electronic Visual Resources |  | The attractive displays can add life and color to a drab |  | It can present a preview of the lesson to be presented as a way |
| 1. Bulletin Boards |  | room atmosphere. A dis- |  | of motivating the students. |
| 1. Miniatures |  | play can allow a number of |  | A way of focusing observations |
| 1. Models/Charts |  | students to browse over its |  | on the desired part to be stu- |
|  |  | contents at the same time. |  | died. |
|  |  |  |  |  |
| 1. ICT Resources |  | ICT resources easily moti- |  | ICT resources are most useful |
| 1. E-Library |  | vates, sequence of events |  | for teachers in doing research |
| 1. Computer section |  | can be shown clearly, are |  | online, providing lessons online, |
|  |  | adaptable to large or small |  | and editing important instruct- |
|  |  | groups and user friendly. |  | tional materials. |
|  |  |  |  |  |
|  |  |  |  |  |
| Impression |  | The Library Leraning Resource Center provides books and other | | |
|  |  | print materials and multi-media resources to meet the instruct- | | |
|  |  | tional needs. These resources are properly managed and fully | | |
|  |  | utilized with the expertise of the media librarians and skilled | | |
|  |  | library staff. | | |
|  |  |  | | |
|  |  |  |  |  |
| Name and Signature of Observer |  | Ronanel G Lamayan | | |
|  |  |  | | |
|  |  |  |  |  |
| Name and Signature of the Learning Resource Center-In-Charge |  |  | | |

II- Analysis

1. Were the learning resources/materials arranged properly according to their functions and characteristics?

The learning resources/ materials were arranged properly according to their functions and characteristics. They are properly managed and fully utilized with the expertise of the media librarians and skilled library staff. The students were trained to properly return the book or material after using.

1. Do the guidelines and procedures facilitate easy access to the materials by the teachers? Why? Why not?

The guidelines and procedures facilitate easy access to the materials by the teachers because everything are well-organized, clearly stated, and provides easy and accurate access.

1. What are the strengths of this Learning Resource Center?

The strengths of this learning resource center are its special role in providing books and other print materials and multi-media resources to meet anyone’s instructional needs with efficiency and accuracy.

1. What are its weaknesses?

There are also weaknesses that can be found in a learning resource center wherein it is costly or expensive, needs proper and regular maintenance, and may become obsolete in the near future.

1. What suggestions can you make?

Always seek the best results using the least effort. Technology offers one way to achieve the results desired with a minimum of invested time and energy. Incorporating new technologies for managing information and communication can make the learning environment innovative.

III- Reflections

1. Which of the materials in the learning resources caught your interest the most? Why?

From the learning resource center, the e-library caught most of my interest since it is in high technology that can make learning easier. I was really interested to observe their e-library because as a fact, only few schools have e-library.

1. Which gadgets/materials are you already confident to use/operate?

I’m already confident in using and operating a personal computer since I have developed skills on how to use it for a longer period of time and as an advantage in using computer, I already taken up the ICT training which is the getting started course.

1. Which ones do you feel you need to learn more about?

I feel like I still need to learn more about the audio resources for I don’t have much of the knowledge and information regarding its operating system.

1. Read an article about answer in number 3. Paste a copy of the article here.

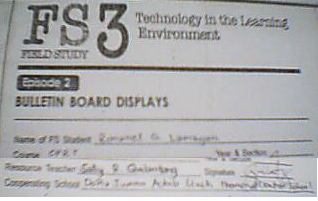
**Just how fast is sound, anyway?**

**Learning the speed of sound...**

**By**[**Joe Shambro**](http://homerecording.about.com/bio/Joe-Shambro-20954.htm)**, About.com Guide**

One of the most common questions I get from aspiring audio engineers is: **How fast does sound travel?** It's interesting that this is relevant for musicians and sound engineers alike: any time you're working with sound, there might be potential obstacles to overcome when dealing with how sound travels. More on that later.   
  
 In our ongoing project to record the remaining few launches of the space shuttle in high-definition audio, I've noticed that the time from when we see the launch to the time we hear the launch to vary greatly depending on the weather, including direction of wind. I've also noticed that a nighttime launch is a fair amount louder than a daytime liftoff.  
  
So, why does this happen, and how does this explain "How Fast Sound Travels"?  
  
Have you ever watched lightning during a thunderstorm, and noticed that thunder is always a few seconds (or more!) behind the lightning? It's simple, really: **light travels much faster than sound**. You'll always hear something well after you see it -- even if that time is measured in nanoseconds. It doesn't matter how far your eardrums are from the source, there's always going to be a delay, due to the laws of physics.  
  
Unfortunately, there's no one answer for how fast sound travels. Sound can be affected by a variety of outside elements. Temperature is one of the major factors; humidity is another. However, a good baseline formula to use is this: **at room temperature, sound will travel at 1125 feet per second**. This equals out to about one mile per five seconds, or one millisecond per foot.  
  
Sound will always travel faster when it has a vehicle to attach itself to, so in higher humidity, sound will travel faster and with more force than if it were traveling through completely dry air.  
  
How does this matter for recording & live sound?   
  
When recording, you may be tasked with recording an instrument with several microphones. In the case of live recording, you'll need to sometimes have room ambiance microphones alongside your mix from the stage to help give your recording a more "live" feel. You'll need to apply a delay to the microphones further from the sound source to align your tracks correctly. When applying delay, keep in mind the temperature of the room. If it's normal room temperature (around 70 Fahrenheit), you can factor in a delay of 1 millisecond per foot. If it's hotter, add a coupe milliseconds to your calculation, doing the opposite for cold.   
  
One of the most popular delays for live recording is the TC Electronic D-Two; if you're multitracking, you can always add the delay later in digital editing. Simply apply a digital delay, with the mix set at 100%.

**Episode 2-Bulletin Board Displays**

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| **Observational Report** |
| **Name of School Observed: Doña Juana Actub Lluch Memorial Central School**  **Location of School: Pala-o Iligan City**  **Date of visit: September 16, 2011** |
| As I went around the school and examined the board displays, I saw very eye catching board display and a very informative one. I found the display boards in every building. The display boards are in proper places wherein target viewers could see it. Most of the displ;ays are about the new trend, new information, current events, scientific discoveries and future plans of the school. All the information I found were properly arranged, evaluated and were creatively made. |

II- From among the board displays, pick the one that you got most interested in, Evaluate it using the evaluation form below:

**BOARD EVALUATION DISPLAY FORM**

Topic of the Board Display: Health Update

Location of the Board Display in School: School Clinic

Put a star in the column that indicates your rating. Write comments to back up your ratings.

4-Outstanding 3-Very Satisfactory

2-Satisfactory 1-Needs Improvement

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteri**a | **NI**  **1** | **S**  **2** | **VS**  **3** | **O**  **4** | **Comments** |
| **Effective Communication**  conveys the message  quickly and clearly |  |  |  |  | The message was clear and very precise. All information is important and relevant. |
| **Attractiveness**  Colors and arrangement  catches and holds interest |  |  |  |  | The display was creative but lacks pictures to be more eye catching. |
| **Balance**  Objects are arranged so  stability is perceived |  |  |  |  | Object are easy to perceive and the information are perfectly arranged. |
| **Unity**  Repeated shapes or colors  or use of borders holds  display together |  |  |  |  | Appropriate shapes, colors, and borders. |
| **Interactivity**  The style and approach  entice learners to be  involved |  |  |  |  | The title of the display board was a good approach that entice the learners to be involved. |
| **Legibility**  Letters and illustrations can be seen from a good  distance |  |  |  |  | Letters and illustrations were clear but it could be better if the font size would be bigger to see it more from a good distance. |
| **Correctness**  Free from grammar errors,  misspelled words, ambiguity |  |  |  |  | There were no errors. Sentence construction was perfectly checked and reviewed. |
| **Durability**  Well-constructed, items are  securely attached |  |  |  |  | The display board has durability since it was covered with plastic cover. |

III-

**An Evaluation Report of a Bulletin Board**

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| --- | --- | --- |
| **Bulletin Board Evaluated by: Ronanel G. Lamayan** | | |
| **Location: Science Laboratory** | | |
| **Brief Description of the Bulletin Board:**  Items and information being displayed were all thoroughly evaluated and reviewed. | | |
| **EVALUATION:** | | |
|  | **Strengths** | **Weaknesses** |
| **Observations** | * It is presented as a way of motivating the students. * Its creativity adds life and color. * Carefully constructed * Informative | * The display board seems to be costly because of its objects * The objects need proper care. |
| **Judgments/Evaluation**  **of educational content**  **and other aspects** | * Reliable as source of information. * Very interesting in the field of science education | * Some items and information were not familiar or jargon to the students. * Some words are too hard to understand. |
| **Recommendations or suggestions for improvement:**  Since a display board can allow a number of students to browse over its contents at the same time, its items must be more familiar to the students or if introducing an unfamiliar word, there must be a further explanation or a definition of the word to make it more understandable. | | |
| Signature of Evaluator over Printed Name: Ronanel G. Lamayan | | |

**IV- Analysis**

1. Did the board display design reflect the likes/interests of its target audience? Why? Why not?

The board display design did reflect the likes and interests of its target viewer but to a certain extent some of its items are not familiar with the students. Though the information found in the content of the display board are all reliable and interesting for the students.

1. Was the language used clear and simple for the target audience to understand? Why? Why not?

Most of the language used in the content of the display board are clear and simple for the target audience to understand because it is plain English and easy to comprehend but there are some words also that is difficult to understand which needs further explanation or definition.

1. What do you think was the purpose of the board display? Was it effective? Why? Why not?

I think the purpose of the board display is to motivate students at the same time it was effective as a form of instruction. The content of the board display encouraged students and other reader to perform better and have greater confidence. The board display could also invite students to respond and participate through interactive displays.

1. What suggestions can you make?

Display board that relates to the target viewers. Ask for their ideas and concepts about themes. Plan display boards accordingly. Assign students to make portions of the board so they will feel proud about the display.

V- Based on your suggestions, propose an enhanced version of the display board. Use the form below.

**My Proposed Board Display**

|  |
| --- |
| **Theme: “ Obey All Rules Inside the Science Laboratory”** |
| **Board Title: Play Your Cards Right!** |
| **Rationale:**   * To promote good behavior * To develop discipline * To develop sense of responsibility * To motivate students * To learn initiative |
| **Objectives:**   * The students will be aware of the rules inside the science laboratory * The students will obey all the rules * The students will be organized as they work inside the laboratory. * Proper maintenance of the science lab. |
| **Best features of my proposed bulletin enhancement:**   * Unique way of presenting rules. * Simple but direct. * Very easy to perceive for the students. * Creatively effective. * Conveys authority. |
| **Content Resources (Name each needed resource and give each a brief description)**  There are no content resources since the messages found in the display board are the rules that must be followed/obeyed by the students every time they are inside the science laboratory. |
| **Materials for aesthetic enhancement:**   * Real playing cards. * Letters being cut out. * Blank playing cards. * Black Cloth as background. |

Board Display Lay out.



**Play Your Cards**

**Please maintain cleanliness…**

Use lab apparatus/equipments properly…

Please return all materials after using…

RIGHT !!

**VI- Reflections**

1. Name at least five (5) skills that a teacher should have to be able to come up with an effective board displays. Elaborate on why each skill is needed.

A teacher should have 5 skills to be able to come up with board displays which are creativity, direct to the point, simple and unique concepts, well-organized in constructing, and must be innovative in many ways.

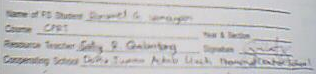
1. Which of the skills do you already have? Recall your past experiences in making board displays. How do you practice these skills?

I believe I have developed the skill on how to be creative. In my past experiences in making board displays, it taught me and developed my creativity skills. Working in groups in making a display board also helped me in learning how to produce an effective one. I was able to practice my skills by applying it in making any type of requirements and projects.

1. Which skill do you need to develop? Reflect on how you can improve on or acquire these skills?

I still need to develop my skills in selecting items that are to be presented in the display board. I must observe other display boards and evaluate it in a way that it develops my critical thinking. I must also be well- organized in making and constructing the lay-out of a display board wherein the items, messages, information, and objects can convey at once the idea I want the readers to perceive.

**Episode 3-See and Say**

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| **Observational Report** |
| **Date of Observation: September 16, 2011**  **School: Doña Juana Actub Lluch Memorial Central School**  **Subject: Science**  **Topic: Matter and its Structure**  **Grade/Year Level: Grade 6** |
| The lesson was about matter and its structure. The materials being used by the teacher are sugar, salt, dropper, candle, magnifying lens, and wax paper. The teacher conducted three different activities by groups and discussion after the three activities. All the students responded well in the three activities and they were able to exhibit willingness to help one another in performing the activities assigned to the group. They were able to accept the ideas of other members. All of the students showed attentiveness, eagerness, and understanding. |

II**- Analysis**

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| **UTILIZATION OF TEACHING AIDS FORM** | | | |
| **Grade/Year Level of Class Observed: Grade 6** | | | |
| **Date of Observation: September 16, 2011** | | | |
| **Subject Matter: Matter and its Structure** | | | |
| **Brief Description of the Teaching Approach Used by the Teacher:**  The teacher used experimenting as a teaching approach. The students were let to gain knowledge and information by employing investigative techniques and procedures. | | | |
| **Teaching Aids Used**  (Enumerate) | **Strengths** | **Weaknesses** | **Comments on the Appropriateness of the Teaching Aids Used** |
| Materials:   * Sugar * Salt * Medicine dropper * Candle * Magnifying lens * Wax paper * Water | * The materials being used in the experiment were all very easy to use by the students. * The materials were very effective in delivering instruction and procedures. * The students enjoyed manipulating the materials. | * If there is less supervision from the teacher, someone could get hurt especially if a student played with the lighted candle, he/she can even cause fire or any accident. | * The teaching aids being used by the teacher were all appropriate for the three activities being conducted. Although some of the materials needs greater supervision from the teacher at the same time there is a need for proper handling or usage since some of the materials ate fragile. |

**Your Analysis**

1. What do you think prompted the teacher to choose the materials/learning resources that she/he used?

I think the teacher had carefully planned and selected the materials in teaching her lessons. The teacher chose those kinds of materials because of its easy to use and handle, very appropriate for the lesson, high availability, inexpensive, and very comfortable for the students to manipulate. Using those materials in the three activities can develop the tactile skills of the students; hence the cognitive and affective skills were applied.

1. What difficulties, if any, did the teacher experience? How can this be managed?

The teacher did not experience any difficulties in conducting her lessons. All of the students were paying attention, eager to do the activity, and enjoyed doing the experiments. The teacher did not have any problem in managing the student’s behavior. The activities finished the way the teacher wants it to be.

1. Over-all, were the learning resources/materials used effectively? Why? Why not?

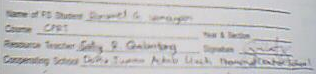
During the three activities, all of the materials were used effectively. The students learned well by manipulating the materials. They actively perform every step in the entire procedure of the three activities wherein they gained information and knowledge through personal experience. The teacher was able to meet her objectives.

**III- Reflections**

Put yourself in the place of the teacher. What would you do similarly and what would you do differently if you will teach the same lesson to the same group of students? Why?

If I were the teacher, I would do the same in teaching that kind of lesson because she was able to meet her objectives. The method that the teacher used was experimenting which is the most effective in teaching science concepts. The student skill in performing the science processes is the best guarantee that the factor whose effect is being tested will produce reliable evidence. Setting up an experiment is a learning activity that needs much care and readiness to undertake every step planned. From continued training the students develop the much-needed proficiency in finding answers/solutions when confronted with daily problems. It guarantees the inculcation of higher order thinking skills such as inferential, critical, and creative thinking skills. The scientific attitudes of objectivity, open-mindedness and originality are strengthened. Careful weighing of evidence, suspended judgment and unbiased evaluation characterized their thinking and reacting. Completing an experiment can serve as impelling force that sustains interest in similar pursuits.

**Episode 4-Tools of the Trade (Teaching Aids Bank)**

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| **Observational Report** |
| **Name of School Observed: Doña Juana Actub Lluch Memorial Central School**  **Location of School: Palao, Iligan City**  **Date of Visit: September 16, 2011** |
| There are learning resources that I could used for my chosen topic in the learning resource center I visited. The materials are available and appropriate for the grade 6 level. The materials that are useful for my topic are the room which is conducive for learning and with enough chairs, LCD projector, and a computer. There are other materials that I can make which are the collection of pictures and a video that fully shows the whole content of my topic. |

II- Learning Resources on a Specific Content Area-

Use this graphic organizer to present the learning resources relevant to the topic chosen. On the line inside the box, indicate if the resource is already AVAILABLE, MAY BE PURCHASED or WILL BE MADE.

|  |
| --- |
| Topic: Human Reproductive System Grade/Year Level: Grade 6  AVAILABLE  PERSONAL COMPUTER / LAPTOP  AVAILABLE  FUNCTION ROOM  AVAILABLE  LCD PROJECTOR  WILL BE MADE  COLLECTION OF VIDEOS  AVAILABLE  ENOUGH CHAIRS  MAYBE PURCHASED  LASER AS POINTER  WILL BE MADE  COLLECTION OF PICTURES  AVAILABLE  ENOUGH TABLES |

II- Analysis

Give at least three benefits of doing a survey of available materials before making your own materials? Explain each.

1. There are benefits in doing a survey of available materials before making my own materials. I can save time since I don’t have to spend my time making and constructing my materials. I can finish planning and preparing my lesson efficiently. Knowing the availability of my materials earlier can prompt me if there is a need for revisions in my plan.

2. Another benefit is that I can save my efforts. I don’t have to make myself so busy and tired of making the materials since I already know that the materials I need for my lesson are already available. Availability of materials is indeed a great help so I can decide is I still need to make my own materials or not.

3. In addition, to save money is also a benefit of doing a survey on available materials before making my own materials. Knowing that the materials needed in my lesson are already available, and then I don’t have to spend my money in buying my own materials. The money intended for my materials can be used as savings for the next lessons. Constructing my own materials can also be expensive.

**III-Reflections**

1. Which of the materials did you like making the most? Why?

The materials I liked making the most are the collection of pictures saved in a compact disc and also the collection of videos that shows all the content of my lesson. I enjoyed making these materials because I already have exemplary skills in using the computer, especially editing audio and video, pictures, and gathering reliable information.

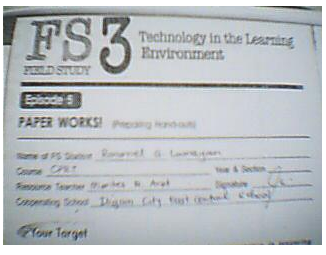
1. What difficulties, if any, did you encounter in making the materials? How did you overcome them?

In making the materials, I have encountered difficulties in managing my time, money, and effort. There is a great need of time in editing pictures and videos, at the same time it is costly. But I was able to overcome them by setting up a schedule for it and with patience.

1. What tips can you give teachers regarding preparation of teaching materials?

Teaching aids can greatly contribute to any subject, but it is important to remember that the teacher has the greatest impact on the students and on their learning. It is helpful to consider if the students need more active involvement, if they prefer more serious teaching aids, if they struggle with your subject or lessons.

**Episode 5-Paper Works! (Preparing Hand-outs)**

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| **HAND-OUT PLAN** |
| **Subject Matter: English: Grammar**  **Grade/Year Level: Grade 6**  **Outline: NOUNS**  A **noun** is a word used to name a person, animal, place, thing, and abstract idea. Nouns are usually the first words which small children learn. The **highlighted** words in the following [sentences](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/subjpred.html#sentence) are all nouns:  Late last **year** our **neighbours** bought a **goat**.  **Portia White** was an **opera singer**.  The **bus inspector** looked at all the **passengers' passes**.  **Types Of Nouns**  There are many different types of nouns. Proper Nouns You always write a **proper noun** with a capital letter, since the noun represents the name of a specific person, place, or thing. The names of days of the week, months, historical documents, institutions, organisations, religions, their holy texts and their adherents are proper nouns. A proper noun is the opposite of a common noun  In each of the following sentences, the proper nouns are **highlighted**:  The **Marroons** were transported from **Jamaica** and forced to build the fortifications in **Halifax**.  Many people dread **Monday** mornings.  **Beltane** is celebrated on the first of **May**. Common Nouns A **common noun** is a noun referring to a person, place, or thing in a general sense -- usually, you should write it with a capital letter only when it begins a sentence. A common noun is the opposite of a proper noun.  In each of the following sentences, the common nouns are**highlighted**:  According to the **sign**, the nearest **town** is 60 **miles** away.  All the **gardens** in the **neighbourhood** were invaded by **beetles**this **summer**.  I don't understand why some **people** insist on having six different **kinds** of **mustard** in their **cupboards**. Concrete Nouns A **concrete noun** is a noun which names anything (or anyone) that you can perceive through your physical senses: touch, sight, taste, hearing, or smell. A concrete noun is the opposite of a abstract noun.  The **highlighted** words in the following sentences are all concrete nouns:  The **judge** handed the **files** to the **clerk**.  Whenever they take the **dog** to the **beach**, it spends hours chasing **waves**.  The real estate **agent** urged the **couple** to buy the second**house** because it had new **shingles**. Abstract Nouns An **abstract noun** is a noun which names anything which you can notperceive through your five physical senses, and is the opposite of a concrete noun. The **highlighted** words in the following sentences are all abstract nouns:  Buying the fire extinguisher was an **afterthought**.  Tillie is amused by people who are nostalgic about **childhood**. Countable Nouns A **countable noun** (or **count noun**) is a noun with both a singular and a plural form, and it names anything (or anyone) that you can count. You can make a countable noun plural and attach it to a plural verb in a sentence. Countable nouns are the opposite of non-countable nouns and collective nouns.  In each of the following sentences, the **highlighted** words are countable nouns:  We painted the **table** red and the **chairs** blue.  Since he inherited his **aunt's** **library**, Jerome spends every**weekend** indexing his **books**. Non-Countable Nouns A **non-countable noun** (or **mass noun**) is a noun which does not have a plural form, and which refers to something that you could (or would) not usually count. A non-countable noun always takes a singular verb in a sentence. Non-countable nouns are similar to collective nouns, and are the opposite of countable nouns.  The **highlighted** words in the following sentences are non-countable nouns:  Joseph Priestly discovered **oxygen**.  The word "oxygen" cannot normally be made plural.  **Oxygen** is essential to human life.  Since "oxygen" is a non-countable noun, it takes the singular verb "is" rather than the plural verb "are."  We decided to sell the **furniture** rather than take it with us when we moved. Collective Nouns A **collective noun** is a noun naming a group of things, animals, or persons. You could count the individual members of the group, but you usually think of the group as a whole is generally as one unit. You need to be able to recognise collective nouns in order to maintain subject-verb agreement. A collective noun is similar to a non-countable noun, and is roughly the opposite of a countable noun.  In each of the following sentences, the **highlighted** word is a collective noun:  The **flock** of geese spends most of its time in the pasture.  The collective noun "flock" takes the singular verb "spends."  The **jury** is dining on take-out chicken tonight.  **Reference:** <http://www.writingcentre.uottawa.ca/hypergrammar/nouns.html> |

**III- Analysis**

1. What are the good features of a Hand-out?

* Strong title
* Clear uncluttered layout
* Color to increase willingness to read
* Bold or underlining to focus attention
* Simple examples to understand the lesson
* White space to help find the eye to search and find information
* Graphics instead of words to simplify
* Inviting graphics
* Bullets rather than narrative sentences

1. Which of these features are present in the Hand-out I made?

Features present in my handout:

* Clear uncluttered layout
* No more than two fonts in a document
* Bold and underlining to focus attention
* White space to help find the eye to search and find information

1. Which features are not present in the Hand-out I made?

Features not present in my handout:

* strong title
* Inviting graphics
* Bullets rather than narrative sentences
* Graphics instead of words to simplify

**IV- Reflection**

1. What difficulties, if any, did you encounter in making Hand-outs? How did you overcome them?

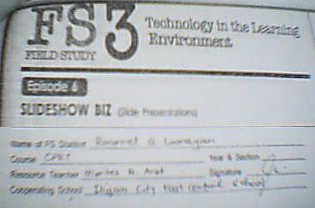
In making the handouts, I did not encounter any difficulties since all I did was to type the information and copy it from a reliable website. I did not include graphics, and so, I did not have problem in searching because graphics on the other hand is not necessary to have in this kind of topic. Another thing is that, I made the handout using the basic computer operations.

1. What tips can you give teachers regarding preparation of Hand-outs?

Tips regarding preparation of handouts:

* Plan your handout ahead of time
* Make them pleasing, simple and practical
* Contents should be accurate and appropriate
* Add graphics/pictures which are related to the topic.
* Make sure that you present correct information like correct spelling and grammar
* Keep the focus on a single handout
* Carefully proof read your handouts
* Be guided with the “good features of a handout”.

**Episode 6- Slide Show Biz (Slide Presentations)**

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Title of My Presentation: The Nine planets of the Solar Sytem | | | | | |
| Objectives:   * To identify the nine planets in the solar and to know more about the planets. | | | | | |
| Subject Matter/Topic: Science: The Nine planets of the Solar Sytem | | | | | |
| Enhancements (Check Appropriate Box): | | | | | |
| 🗹Graphics  🗹Animation  🗹Sound Effects | | 🗹Music  ☐Voice Narration  🗹Stylish Fonts | | 🗹Hyperlink  🗹Others, please specify : Transitions, designs, video clips. | |
| Description of Appropriate Use: | | | | | |
| Presentation Story Board: | | | | | |
| Slide 1 | Slide 2 | | Slide 3 | | Slide 4 |
| Slide 5 | Slide 6 | | Slide 7 | | Slide 8 |
| Slide 9 | Slide 10 | | Slide 11 | | Slide 12 |
| Slide 13 | Slide 14 | | Slide 15 | | Slide 16 |

**Your Analysis:**

What are the good features of a slide presentation?

* Information are visible for all
* Easy to operate
* Fonts are big and clear
* Simple and short
* Follow the 6x6 rule
* Simple transitions
* Clear, inviting backgrounds, images, fonts, color
* Enhancements: graphics, animation, sound effects, music, hyperlink

Which of these features are present in the slide presentation you made?

All good features are present in my slide presentation.

* Information are visible for all
* Easy to operate
* Fonts are big and clear
* Simple and short
* Follow the 6x6 rule
* Simple transitions
* Clear, inviting backgrounds, images, fonts, color
* Enhancements: graphics, animation, sound effects, music, hyperlink

Which features are not present in the slide presentation you made?

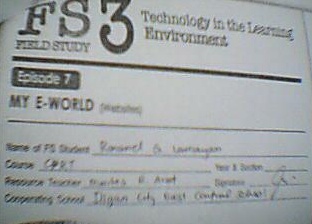
There is no good feature that is absent in my slide presentation.

**Your Reflections:**

1. What difficulties, if any did you encounter in making the slide presentations? How did you overcome them?

In making the slide presentation, I had difficulty in summarizing the information. I had a hard time choosing those information included in the presentation since I needed a summarized yet important information about the nine planets in our solar system. With regards to the encoding/putting on the chosen information to power point application, I did not encounter any difficulty. It was not also difficult to search for the pictures of each planet since there are plenty of images in the internet.

**Episode 7- My E-world (Websites)**

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**WEBSITE VISIT ACTIVITY FORM**

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Site Author: | LearningPLanet.com | | |
| Name of Site: | <http://www.learningplanet.com/act/abcorder.asp> | | |
| Posting or Revision Date: | ©2009 | | |
| Organization represented: | Planet Interactive, Inc. | | |
| Date of Access: | October 16, 2011 | | |
| URL: | <http://www.google.com.ph/url?sa=tsource+=webact=restco> | | |
| Brief Description of the material in the website: | A free game for kids learning abc order to play on line. | | |
| Evaluation of the Website: | | STRENGTHS | WEAKNESSES |
|  | | * Attractive * Interactive * Easy to operate * Inviting graphics, images, colors and backgrounds * Hyperlink * Fun * Showcases hundreds of latest interactive tools, activities and games. | * In order to have unlimited access to the internet latest interactive learning tools, activities and games, it requires membership which cost $39.95 per year * Not all activities/games can be accessed for free. |

**Reflections:**

Technology can be used inappropriately because people can become independent on it, but it has given humanity unbounded access to information which can be turned into knowledge. If appropriately used, interactively and with guidance, they may become tools for the development of higher order thinking skills. If inappropriately used in the classroom, technology can be used to perpetuate old models of teaching and learning. Students can be “ plugged into computers” to do drill and practice that is not so different from workbooks. Teachers can use multimedia technology to give more colorful, stimulating lectures.

Computers are increasingly being incorporated into school curriculum. Teachers present processes and concepts using programs such as Power point, and students can utilize visual models and word processor to enhance their learning experience. One thing that is apparent is that the outlook of computers in education is promising.

Board Showing what’s with the E-library.. E-library Entrance door

Inside the E-Library ready to use computers…

Display board outside the library





**Science Laboratory**





